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AUTHOR De Morales, Paula  
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## ABSTRACT

Na'imiloa, the High School Demonstration Project, is a program for potentially gifted and talented Native Hawaiian secondary students attending four high schools on the island of Hawaii. Phase I focused on identifying underachieving gifted and talented students; Phase II concentrated on student orientation to the program and on self-concept and self-esteem development, study and communication skills, and Native Hawaiian values. Phase III focused on the enhancement of each student's gift or talent within the classroom, in small groups, and through mentorships. This report outlines project goals; a plan of action; and student, teacher, and group expectations. Attached to the report are: (1) a form for identifying student talent; (2) a teacher nomination worksheet; (3) a form for assessing student talents and gifts; and (4) a project timeline. (JDD)

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UNIVERSITY OF HAWAII AT HILO  
NĀ PUA NO'EAU  
CENTER FOR GIFTED AND TALENTED NATIVE HAWAIIAN CHILDREN

NĀ'IMILOA PROGRAM

ABSTRACT:

Nā'imiloo, the High School Demonstration Project, is a program for potentially gifted and talented Native Hawaiian secondary students attending Hilo, Waiākea, Pāhoa and St. Joseph High Schools on the island of Hawai'i. This project is a cooperative effort between the four schools and the Center for Gifted and Talented Native Hawaiian Children, Nā Pua No'EAU. In the first project years, approximately fifty students were served (1990-1992) from Grades 10-12.

The Center supports schools in developing new and innovative methods and procedures that impact on increasing the numbers of Hawaiians identified and participating in gifted and/or enrichment education. The project is composed of three phases.

Phase I focuses on identifying underachieving gifted and talented students in the four high schools. The Nā Pua No'EAU staff, high school faculty, students and parents participate in the development of the identification criteria and procedures and the selection of the students.

Phase II concentrates on the affective domain and student orientation to the program. The students spend time on self-concept and self-esteem development, study and communication skills, and Native Hawaiian values. Phase II is also a time for students to assess their gifts and talents and to design an individual course of study.

Phase III focuses on the enhancement of each student's gift or talent. Their gifts are enhanced within the classroom, in small groups, and through mentorships with professionals in the educational and business communities. Students learn skills necessary to their individual gifts and courses of study and express their knowledge in a variety of ways.

Student participants are also involved in the Center's Student and Parent Support Services program and Native Hawaiian culture, values, language and history workshops.

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## Nā'imiloa at Waiākea High School

The first group of gifted students completed the 1990-1992 program with varying degrees of success. The basic goals of the program were met, and all the participants gained a sense of self, their Hawaiian culture and the support of the group. All of them achieved increased self-esteem and self-and cultural awareness. They all improved their study and communication skills. Some of them were more successful than others in their attainment of success in specific areas of giftedness. The individual range of achievement was due to the students' commitment and ability to focus on their areas of giftedness. The original premise was validated: "that some gifted students are not able to realize their potential through the traditional high school strategies or perspectives."

### 1993-1994

#### GOALS

1. To develop student's talents and skills through mentorship and GT classes.
2. To give students a place to belong.
3. To develop autonomous learners/well-rounded students by monitoring students:
  - A. attendance (limit the numbers tardies and absences).
  - B. grades (meet 2.0 GPA requirements).
  - C. behavior (must be acceptable).
  - D. goals (personal goals that can be measured).
4. To provide a support group for gifted students.

#### PLAN OF ACTION

##### GROUP PROJECTS:

1. General exploration of careers.
2. Classroom visitations to investigate areas of interest.
3. Mentorship orientation.
4. Workshops by community volunteers.
5. Excursions.
6. A Major group goal or project.

##### INDIVIDUAL PROJECTS:

1. Set personal goals  
IEP: Individual Education Program  
ITP: Individual Transition Program

2. Career Shadowing
3. Mentorship with a planned project and goal.

**PARENT INVOLVEMENT:**

1. Help with IEF and ITP
2. Transportation
3. General participation

**STUDENTS ARE EXPECTED TO:**

1. Be committed.
2. Attend ALL Seminars.
3. Follow program rules.
4. Set personal goals.
5. Help set program goals.

**TEACHER IS EXPECTED TO:**

1. Be committed.
2. Be a teacher/counselor.
3. Monitor students.
4. Organize activities:  
Set up IEPs, ITPs, individual classroom visitations, mentorship orientations, workshops, career explorations, excursions and group project(s).
5. Evaluate outcomes of projects and activities.
6. Have high expectations for student achievement, believe in the students.
7. Be enthusiastic.

**THE GROUP IS EXPECTED TO:**

1. Set up a schedule of meeting times, places, etc.
2. Decide on credit/no credit: pass/fail status of program.
3. Decide on general career explorations.
4. Decide on workshops.
5. Decide on excursions.
6. Plan a group project in which all talents can be used.

## STUDENT TALENT FINDER

Please list the first and last name of students you know who show the greatest talent or ability in each of the following areas (they need not be in this class but should attend this school). Note, you may use your own name and use a name more than once.

Who is respected by the group?

\_\_\_\_\_

Who is sensitive?

\_\_\_\_\_

Who is funny?

\_\_\_\_\_

Who is overbearing at times?

\_\_\_\_\_

Who is self-confident?

\_\_\_\_\_

Who communicates easily with adults?

\_\_\_\_\_

Who inspires/encourages others?

\_\_\_\_\_

Who knows a lot about one thing?

\_\_\_\_\_

Who excels in non academic areas e. g. games, sports, cars, or other extra-curricular activities?

\_\_\_\_\_

Thank you for your assistance.

## TEACHER NOMINATION WORKSHEET

NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_ GR \_\_\_\_\_ PERIOD \_\_\_\_\_

Please compare the students in each class you teach on different worksheets. List the students in this class who best display the following characteristics. Note, you may use a name more than once. Be sure to list first and last names.

Inquisitive			
Perceptive	i		
Frequently Bored			
Sensitive			
Humorous			
Overbearing at times			
Self-confident			
Communicates easily with adults			
Independent			
Knows a lot in one area			
Persuasive with peer group			
Responds best to concrete ideas and activities rather than abstract ideas or lecture/discussion			

-----  
 Based on the above information , please list those students you feel might benefit from participation in a program for *potentially gifted, underachieving students*.


COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your assistance.

**Nā'imiloa  
Teacher Survey**

Name of Student: \_\_\_\_\_  
Teacher/Subject: \_\_\_\_\_ Period: \_\_\_\_\_

We would appreciate your help in assessing the talents and gifts of this student. This will be kept confidential in the student's Nā'imiloa file.

1. What talents or gifts have you observed in this student?
  
  
  
  
  
  
  
  
  
  
2. What kind of help does he/she need in developing of these gifts?
  
  
  
  
  
  
  
  
  
  
3. How could you help in developing this student's talents and gifts?
  
  
  
  
  
  
  
  
  
  
4. Any other suggestions or comments on helping this child to reach his or her potential?

Please return to C101 or Paula De Morales by May 18, 1993.

Mahalo,

*Debbie Watson*

Debbie Watson

WHS Nā'imiloa Coordinator

**NĀ'IMILOA 1993-1994  
WAIĀKEA HIGH SCHOOL TIMELINE**

1. Presentation of third draft of proposed program for WHS and Hilo High School. (Aug '92)
2. Planning meeting for WHS with Nā Pua No'eau Staff to clarify individual school's needs and plans.
3. Teacher in-service for nomination process. (Sept '92)
4. Nominations by students and teachers on separate forms. (Nov '92)
5. Formation of Staff Advisory Committee (Nā Kahu Nā'imiloa: The Caregivers of the Seekers of Knowledge).  
Nā Kahu were selected from the major departments in school to provide expertise, input and support from various disciplines in order to create a comprehensive program.
6. Compilation of nominations, using number of nominations/student.
7. Development of 3 Lists: Students, Teachers, Merged.
8. Meeting of Nā Kahu to select Groups I, II, III. (April '93)  
Group I: 20 students to be completely serviced.  
Group II: 20 more students, to be included in orientation and large group activities. Pool of replacements for Group I.  
Group III: Rest of the selected students to be serviced in general.  
  
Members of Nā Kahu made the first selection of the nominated students based on their experiences with them, then we sent the list to all the departments in school for their recommendations. Students selected included previously identified GT and Special Education students.
9. Hiring of temporary half-time person to direct the selection process, and to plan the summer and fall programs. (May '93)
10. Distribution and collection of student information questionnaires, including an agreement to participate in the program. (May '93)



11. Lunch meeting in school for students to get acquainted with the program (videotape) and each other. (May '93)
12. Parents' night for introduction to the program with activities and planning done with student help. (June '93)
13. Summer work to plan summer conference. Students come in as often as they can to type, make phone calls, etc. They are given task lists and fill in time sheets. (June-Aug '93)
14. Advertising and hiring for half time Nā'imiloa position. Paid for by University of Hawai'i at Hilo's Nā Pua No'ēau Center for Gifted and Talented Native Hawaiian Children.
15. "Bonding" conference for 40 students in first two groups at the end of summer to begin teaching Hawaiian values, and to introduce them to the Hawaiian culture. (Aug '93)
16. Start of the 1993-1994 Nā'imiloa Program at Waiākea High School!

For further information please contact:

Paula De Morales  
Director  
Center for Hawaiian Affairs  
Waiākea High School  
155 W. Kawili St.  
Hilo, Hawai'i 96720  
Telephone: (808) ~~935-5235~~  
969-9055